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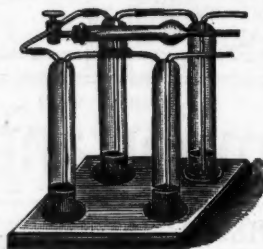
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# THE SCHOOL JOURNAL

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## How the Benefits Are Lost.

The editor of *The School Guardian* took up in a recent number, the question of the benefits of school training and their apparent loss in the last years of many boys' school life. He says that altho pupils are taught to be punctual, attentive to duty, to be clean and tidy so far as possible, and to act politely, these "minor moralities" do not seem to become second nature. It is a matter of common experience that the promising and pleasant-mannered youngster of ten becomes, as regards language and habits, a most unpleasant object by the time he is fourteen. He has, of course, learned to smoke and to use unclean language; he has acquired the notion too that it is smart and manly to be "cheeky" to parents and teachers; in short, he has become difficult to manage, and has apparently lost his interest in everything which is not more or less rowdy.

"A careful examination into the causes of this deterioration," continues the writer, "usually reveals the fact that it began soon after the boy was considered old enough to 'sit up' in the evening, instead of going to bed with the younger members of the family. After the novelty of the dissipation—the 'sitting up' till nine—had worn off it began to pall on him, for he had nothing to do to amuse himself; he had no interesting book, or if he had, he did not care much for reading; and to pass the time he formed the habit of meeting other victims of ennui up the street or round the corner.

"Among them are two or three lads of fifteen or sixteen who have been out of school a year or two, and who, poor fellows, have by their employment perhaps been forced into the society of men whose companionship constitutes a deadly danger, and between whom and the youngster of eleven or twelve they form most unhappily a medium for the conveyance of corrupting influences. From this point the descent is easy—is, in fact, inevitable. Idleness and evil communication have produced their invariable results—results which have been proverbial for thousands of years, and the happy-go-lucky, but not viciously disposed, youngster of ten or eleven years of age becomes at thirteen or fourteen an undergraduate in the school of blackguardism.

"But it may be asked, What has all this to do with elementary education? Is it not the duty of the parent to provide the boy first with a sound religious education and then with interesting employment, and by so doing keep him from contaminating influences? Certainly it is; but it is also his duty to teach him to read and write, and it has for a long time been a recognized principle that, where the parent is unable or unwilling to undertake this duty—the duty of teaching and training—the state shall step in and do it for him. This it does, less because it has any abstract duty in the matter than for its own safety and progressive development. Now to guide and assist a lad in the formation of such habits as shall lessen the probability of his becoming a public nuisance or danger is surely a very necessary part of his training. A very large proportion of the lads who drift off into the streets, and in various ways 'step over the traces,' would 'keep straight' if they had sound religious principles and some pleasant occupation for those evening hours which are apt to hang so heavy, and during which so much of the mischief is done. The habits of employing spare time pleasantly are of the highest importance; they have a great influence on character, direct and indi-

rect; they help to keep off evil influences, and so give the principles implanted during school hours time to grow and develop, instead of being smothered and choked by the evil weeds which grow to such rank profusion in the atmosphere of many of our streets and alleys."

## Play and Playthings as Educational Factors. II.

By L. SEELEY, Trenton, N. J.

In the preceding article, I attempted to show the value and use of play in education, and to define what we mean by play. Let us turn our attention to games. The lesson which the teacher should learn \* \* \* \* \* and apply in overlooking the games of her pupils is obvious. Games that furnish sufficient incentive within themselves without any extra, outside stimulus are to be encouraged. If marbles can be indulged in without playing "for keeps," there certainly is no harm; but if not enough interest can be awakened in the game itself, I think the teacher should discourage it as having a tendency to promote the spirit of gambling. The child should be taught early in life to respect the property rights of others; he should also be made to feel that no skill or luck of his can justly transfer the property of another boy to him. He should be taught to shrink from appropriating what is not his.

### Kinds of Games.

The teacher should encourage such sports as will develop agility, strength, alertness, judgment, and accuracy. The great educational value of the Olympian games was owing to the character of the games. Running, jumping, throwing the discus, wrestling, trials of strength, constitute the earlier forms of games and they produce a magnificent type of manhood. Our ball-game furnishes one of the most admirable means of training. It develops the muscles, teaches distance, and accuracy, requires alertness, and stimulates a constant use of judgment. Foot-races, wrestling, golf, and other outdoor sports are valuable. Chess and checkers, requiring skill, are to be encouraged, while throwing dice which depends upon chance is to be condemned. The teacher who fails to understand the educational value of play, both in the school-room and on the playground, and who does not know how to utilize this natural element of every child's life, will miss a most important agency in the work she has taken upon herself.

### Playthings.

There is an educational value in playthings far beyond common acceptance, and tho the teacher may have little to do with the choice of toys for her pupils, the purpose here is to discuss the question from the broadest standpoint of the education of the child, and not merely the side with which the teacher deals. Every scheme of education should include all the factors that contribute to the training of the child, and parents are certainly an important factor. Then, too, education must look forward to ends to be reached in the future, and the children of to-day will be the parents of the next generation. That is a strong reason for temperance instruction and it applies equally well in other subjects which prepare the way for better citizenship, and for the better assumption of parental responsibility.

I am convinced that American parents spend too much on toys for their children. Paulsen says, "It may be safely stated that the real value of a plaything is generally in inverse ratio to its cost." Who has not noticed that the little girl gets far more enjoyment from a rag-baby that she can handle as she pleases than from the expensive china doll that she must always "handle with care"? Or from the stuffed cat or rabbit that she can play with according to her own pleasure rather than from the delicate toy that breaks with the handling? I knew a father to present his three-year-old boy with a twenty-five dollar music box. The little fellow turned the crank and ground out music for a day or two with apparent enjoyment. But he discovered a nail hole in the door-casing and, adjusting the crank to the hole, he stood there and ground away with just as much gusto as he had shown with the costly music box. It was not the music that had pleased him but simply the crank, which could have been bought for two cents. He was not yet ready for the expensive instrument, it was plainly a misfit. The child has no idea of intrinsic value. I knew a child to exchange gladly a twenty dollar gold piece for a bright, shining cent. It would seem, then, that the New York millionaire who recently paid a hundred dollars for a doll for his little girl, indulged in an outlay altogether out of proportion to the actual joy that he prepared for her.

I dropped into a toy store in Hanover, Germany, a few evenings before Christmas some years ago, and was very much interested in the purchases of toys by an intelligent, prosperous mechanic. I kept track of the number of toys he bought and what he paid for them. The result was ten toys at a cost of about \$1.10, and, knowing the practice of German parents of buying only one toy for each child, I concluded that he had ten children. Just about that time a boy of fourteen in my charge, received from his home in America a large box containing Huyler's candies, a great number of toys, and *one book!* I think it probable that the contents of the box cost \$50; and yet, it is safe to say that each of the ten German children was more thankful for the simple toy received than he was with his surfeit of gifts. Of course it is likely that the German children received other Christmas presents, but they were of a practical kind, such as clothing, school appliances, etc. I fear that if an American boy were to receive a pair of boots or a suit of clothes as a Christmas present, he would have the feeling that he had been taken advantage of. Is it not time that a halt should be called upon the practice of giving so many worthless presents to our children? A most important lesson is involved in this thought. It is the lesson of *unselfishness*, and in that are involved gratitude for the self-sacrifice of parents, economy in expenditures, and modesty in expectations and demands. Plays and playthings, therefore, should be utilized by the teacher and the home to secure strong, healthy, agile bodies; to develop alert, discerning, discriminating minds; and to stimulate the moral qualities of gratitude, modesty, economy, generosity, justice, and unselfishness.

### A Fable for Teachers.

By CLARE TRUE, South Dakota.

The hot summer days came and a little stream was no longer where it had been.

"I know not how nor when I was no more, but woe is me! I am not now," lamented the last drops of the brook.

It did not understand that its substance had gone into the petals of the wild rose it had so greatly admired, nor that it was now a part of the life-blood of the birds and the children it had loved to mirror.

"My soul is gone and I am nothing," cried a man who had toiled for his kind. "I am not what I was, that I know, but I cannot tell how nor when it happened."

He could not see that his spirit had nourished his once unlovely fellows and was now a part of them.

### The Value of the Bribe.

By CAMILLA LIES KENYON, State Normal School, Lowell, Mass.

When the child becomes capable of regulating his actions with reference, not to their immediate and personal effect, but rather to their harmony with an abstract standard of righteousness or expediency, he has become a moral being. Left to himself, he would never attain this condition, but would perish for lack of means by which to govern the most elementary details of conduct. Nature, however, being less ethical than practical, has adopted the simple expedient of bribery. She sets a premium upon those acts which are necessary to life and development. She does not require of the child a knowledge of physiology to convince him of the advisability of eating, but furnishes her fondling with so delicate a little palate and never-satisfied a stomach as make eating the main joy and business of his life. The device is imperfect, and as most of us have learned, its unchecked consequences dire; but it is our fostermother's universal policy to give us just the assistance that will gain her end and no whit more.

It is clear, then, that life in its simplest phases is protected and made possible by a system of rewards and punishments, all making immediate and direct appeal to the primal instinct of conscious existence: the pursuit of happiness. Well up the scale the instinct of love makes its appearance—the pursuit of happiness once removed. It is not until civilized and adult man is reached that morality becomes possible; that passion and desire can be put aside and action considered in relation to its remote and far-reaching consequences; or immediate personal gain sacrificed for the sake of an ideal, obedience to which the experience of the race has taught us is necessary to our ultimate good as a species or as individuals.

The problem then is to furnish the child or the child-like man with incentives to right action which he can appreciate, and thus protect his development during the period when higher considerations make to him no appeal. It is perfectly true that no action which he performs under such influence can be moral, or can be said to add directly to his spiritual development. But it may have an invaluable function in creating a habit thru which his future spiritual development becomes possible.

This little story illustrates a most wise and admirable employment of the bribe in the training of childhood:

The youth of Worcester were much given to toad-killing, when the hapless little creatures gathered, as was their yearly practice, in large numbers on the grounds of Clark university. One season, shortly before spawning time, a prize of ten dollars was offered by Professor C. F. Hodge to the school boy who should give the best account of the uses of the toad. In a short time the edges of the college pond were thronged at all hours with watchful little students, and henceforth the toads lived out their harmless lives in peace. This year, under similar conditions, the same serenity prevails. The whole community has become interested, everybody has learned what a helpful friend to man is this innocent batrachian, and toad-killing is a thing of the past. "Thus," continues the narrator, "Professor Hodge's ten-dollar bill has instructed a community in humanity, natural history, and practical agriculture—perhaps the largest result, for the least money, that ever any educator was able to claim."

The great point in this is that in no sense was there a bargain made with the children. They were perfectly unconscious that they were being bribed to virtue. They did not recognize it as virtue, any more than they recognized their former cruelty as crime. No doubt we all regard it as worse than useless to make so many lollipops the price of so much righteousness. It gives to the child a most unholy sense of power, creates in him the thought of right and wrong as a series of arbitrary actions rather than as a spiritual complexion, and cultivates his baser instincts by its appeal to them and to them only. The wise teacher recognizes in the destructive tendencies of



childhood only the desire for adventure and the enjoyment of skill—in short, the element of sport. Cruelty has nothing to do with it, because it has never been brought to his realization, however often told to his unheeding ears, that the toad, or fly, or any other victim, has sensations of like manner with our own. It is useless, then, to make a direct appeal to his humanity. The only feasible device is one which shall at once employ his activities and create within him that sympathy and love for the animal world that comes only with study and comprehension.

Instead of stereotyped precepts, that have a meaning to us only because of the world of experiences which lies behind them, our constant appeal must be to the child's interests, our constant endeavor so to employ his energies that he will have none left to "slop over" into naughtiness. It cannot be too often remembered that children are neither bad nor good. They do what they like to do, and it is our business to make doing right as amusing, and, to the child's mind, profitable, as doing wrong usually is.

That the principle of winning crude souls from evil by providing a comprehensible incentive has its uses outside the school-room the following anecdote appears to demonstrate:

Some years ago the attention of the Baroness Burdette-Coutts was accidentally drawn to the miserable condition of the costermongers' donkeys, than which a more forlorn set of beasts it would be hard to discover. She immediately made a public offer of prizes, to be given to those costers whose horses or donkeys were in the best condition. A yearly inspection of them has since been held, and the prizes awarded. Large numbers of costers in their quaint attire, and accompanied by their "donehs"—wives or sweethearts—decked in their gaudy best, lead their donkeys and carts in long procession before the benevolent baroness, who has a kindly word for each.

As a touching tribute to her beneficence, during jubilee week the same strange company marched thru the streets and surrounded her palace, singing their characteristic ditties. Whether the gaily decorated donkeys joined in the serenade to their patroness is not said, but no doubt they lifted up their voices in loud and grateful melody. After calling for the baroness, who stepped out upon a balcony to receive their affectionate salutations, the troupe quietly dispersed. No homage paid that day to the sovereign of the nation was more real or precious than that rendered to this aged lady by the rough folk she had befriended.

It is futile to argue that their cruelty being renounced for the sake of the prize money the costers were none the better for it. The donkeys were the better for it, which is surely a large point gained. Is it not likely, too, that where one man beat his donkey from viciousness, nine beat theirs because the other fellows did? In short, fashion has her votaries in coster-town as elsewhere, and public opinion its resistless weight. Where a vice is openly practiced by the positive few the negative many are drawn into the stream, and the budding shoots of mercy or integrity fail for want of cherishing. We may well imagine that as the costers' treatment of their donkeys altered, their feeling changed toward them, too, and that many a man discovered charms in a happy, handsome, docile beast that were quite invisible in the lean starveling, and that the kindness which was at first prompted by the itch for the baroness's prize money came by-and-by to proceed from sympathy and love.



The annual souvenir "Summer Number" of THE SCHOOL JOURNAL will be issued next week. It will contain about 120 pages and will be by far the finest number ever issued of an educational periodical. This number is to commemorate the silver anniversary of THE SCHOOL JOURNAL in the hands of its present publishers, Messrs. E. L. Kellogg & Co.

## Lessons in Physiography.

By MARY E. ANDREWS.

### IV. Lake Shore Phenomena.

While teaching physical geography to a class of young girls in a school situated on the shores of Lake Michigan some years ago, some one brought me the information that there was some earth down on the lake shore which was just changing into stone. Going down to see what had given rise to this extraordinary statement, I found that a recent storm had laid bare a stratum of clay which had been deposited on the bed of the lake when its extent was greater than now, and which is covered by a thick deposit of sand and pebbles left along the shores of the gradually retreating lake. Thus was opened another chapter in the history of the ceaseless changes that have passed over that beautiful body of water.

A year passed upon those shores discovered ample material for the study of lake-shore phenomena; and when our observations were extended over a period of several years, we were admitted to an acquaintance with some interesting passages in the life history of the lake. Erosion and deposition are in active operation all along the shore. Strong winds drive the waters shorewards during storms, undercutting the banks and strewing the sand and gravel along the shore, or carrying it out to the lake, to be thrown down elsewhere. Thus the lake is continually encroaching upon the land here and adding to it there.

A new pier built perpendicular to the shore, gave us a chance to learn something of the mode of deposition. Very soon a change was perceptible. On the north side of the pier, in the angle which it formed with the shore, sand began to collect, while on the south side, where no such deposit was left, the water seemed to deepen by contrast. Southward flowing currents only could account for this phenomenon, the water whose motion was arrested by the projecting obstruction dropping its load, thus building out the shore to the north of the barrier.

### Action of Ice and Water.

The shoreward motion of the water was clearly demonstrated in winter, when storms broke over the lake. Great blocks of ice were piled up along shore until a line of miniature ice cliffs was formed at the water's edge. Falling snow increased the height, and every wind-driven wave added its contribution of frozen spray, until some severer storm, with a strong west wind, broke up the whole mass and beat it out to sea.

Walking along the shore in early spring just after the ice had melted, little heaps of sand and pebbles might be seen here and there, out of reach of the waves in ordinary weather, as tho a regiment of children had been playing in the sand. They were the records of the ice blocks, that in freezing had picked up sand and pebbles in some place more or less remote, and dropped them in a heap upon melting. So, we learned, even the pebbles along shore are shifted from place to place by the ever-restless waves. We asked the question, "Could not this action of ice and wind and wave account in part for the great variety of pebbles along the shore?" The rock underlying the lake deposits is Niagara limestone, but the pebbles along the lake margin are of many varieties, from rocks found to the north. In point of fact, the glaciated condition of the region would account for this presence of northern pebbles; but even without this aid, southward-flowing currents bearing blocks of debris-laden ice must, thru countless winters, shift much material from north to south.

Looking up the shore to a spot a mile or so distant, a yellow haze was almost always visible, hovering over an old orchard that stood on a point some twenty or thirty feet higher than the nearer shore. This place formed the objective point of more than one interesting geographical excursion. A party of us set out one bright morning in early spring, for a ramble along shore. A little brook whose mouth had soon to be crossed showed the effects of southward moving lake currents in an interesting way. Winding in its sinuous course thru the mead-

ows, it quite filled its channel from bank to bank until very near the lake, where the opening between its banks widened suddenly. There the brook leaned decidedly upon its southern bank, leaving a stretch of shingle between its waters and the northern bank. The building of a pier just north of this point sheltered it from the action of the waves, changing it from a wearing to a making shore. Little by little the deposit grew, increasing the patch of shingle and crowding the stream more and more upon its southern bank. In the course of a few years a bend to the southward was caused, just before the brook entered the lake. Many streams along this shore show the effects of this action in the past, curving abruptly southward at some point that was once upon the shore line, and flowing almost parallel with the lake until it finds its way into it.

#### Sand Storm.

The cause of the yellow haze already guessed, became apparent long before the old orchard was reached; for fine sand particles pricked our faces sharply whenever we turned our faces to windward. Here the wind and the sand were perpetually dancing together. It was a broad, level expanse, some thirty feet above the lake. Evidences of past changes were to be found here as everywhere; for in one place cylindrical formations of bog iron are scattered thickly about, pointing to a time when this dry, sandy waste was wet and boggy, with dark brown waters full of iron standing about a marshy vegetation.

A little farther on, we became conscious of a curiously mottled appearance of the ground about us. Some one remarked that it looked as tho the place had had the smallpox. Soon the cause was discovered. Evidently, the lake had once stood at this level, for no wind could have moved the large, flat, well-rounded pebbles that covered the ground. Over the surface of these the sand was continually driven by the wind. Pebbles of close, uniform texture were simply hollowed out as a whole, where most exposed to the action of the sand; but the tiniest inequality as to hardness or smoothness was sufficient to cause a greater wearing of the pebble just there, making a tiny nick in the stone. So each pebble was daintily sculptured on its upper face, the lower surface remaining smooth and unaltered. It was these tiny nicks, like pockmarks on the stones, that gave the place such a peculiar appearance.

#### Dunes.

We stopped now and then to see how the wind and sand behaved together. Over unobstructed, level stretches the sand was thrown into long, graceful waves, fine and closely crowded where the sand was fine, large and widely separated where it was coarse. Thus we learned that even the wind moves rhythmically, taking up its burden and dropping it in regular pulsations. The smallest obstruction, however, served as the nucleus of an incipient dune, each little heap showing a long, gentle slope on the windward side and a short, abrupt one to leeward.

Soon we came to a spot that seemed wholly given over to the wind and sand; where the dunes were piling higher and higher, driving all life away from the desolate place. We were in the old orchard now, which told of a time when happy human life had found a home there under more favorable conditions. In all stages of burial the old trees stretched their gaunt limbs above the sand, struggling for life amid the barren waste.

The sun was high overhead by this time, and other indications announced the hour for luncheon. But how eat lunch with any comfort when the wind was showering us with sand continually? Some practical members of the party solved the problem. Taking a superfluous shawl, they quickly spread it over the branches of a half buried apple-tree. On the lee side of this barrier our flock took refuge, and there, spreading a cloth on the clean sand, we discussed our sandwiches and eggs in comfort.

If not an ideal picnic, it was at least unique. And, indeed, the scene was not lacking in beauty. A warm sun shone down from a cloudless sky. The yellow sands stretched



Arizona Scenery.

Courtesy of Atchison, Topeka, and Santa Fe R. R.

far away like a cloth of gold, the sunny color melting into the tender green of the fields on the one hand and the brilliant blue of the lake on the other—the lake whose history we had been studying in the months that were past.

This article continues the series of "Lessons in Physiography" by Mary E. Andrews. The previous articles appeared in the numbers for Nov. 12 and Dec. 31, 1898, and Jan. 28, 1899.

### Jean Francois Millet.

By CARRIE CRAWFORD.

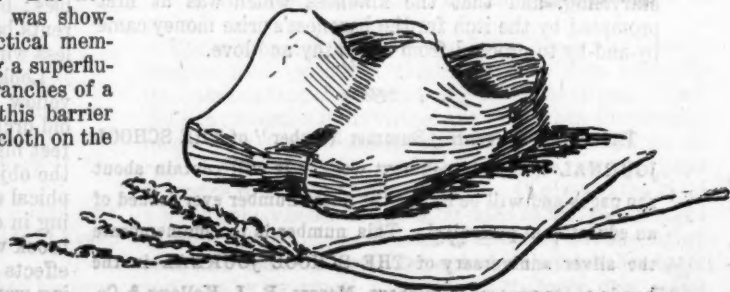
Away over the sea, in the country of France lived a little boy named Jean Francois Millet. He had many sisters and brothers and his parents were quite poor. Jean Francois' father and mother used to work in the fields all day and Jean and his little brothers and sisters were left a great deal with their grandparents.

But in the evening when the day's work was over, Jean Francois and his father used to stroll into the woods. This was a great pleasure to the little boy. His father would show him all the pretty flowers. "See, Jean Francois," he would say, "how this petal overlaps!" "See this stately tree!" Jean Francois loved the woods and when at home he would try to draw what he had seen.

As the boy grew older he wanted to go to the fields and help, but his father knew how fond he was of drawing, so he took his little son to a large city, where many great artists lived, that he might learn more about drawing. Jean took with him some of his sketches, but the great artists could hardly believe that he had drawn them.

Jean Francois stayed in the city and was very happy in his work until one day the sad news came that his father was dead. Much as he loved his art, he felt it his duty to go back to his home to help his mother. So he gave up his work and returned to the scenes of his childhood. His mother, however, would not let him stay, but persuaded him to go back again to the city.

Millet worked on and became a famous artist, known all over the world. Often when painting his beautiful pictures, his thoughts would go back to the time when he and his father wandered in the woods, and many of the beautiful things he saw then are pictured in his paintings. Some of his most famous paintings are, "The Angelus," "The Sower," and "The Gleaners."





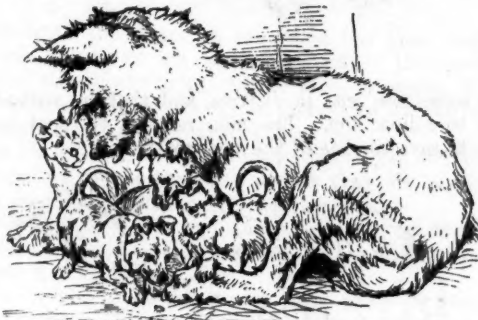
## Outline of a Lesson on Dogs.

There are in all nearly fifty kinds of dogs. They vary in size from the little toy dog weighing only four or five pounds to the huge mastiff and St. Bernard, either of them large and strong enough to throw down a man.

The terriers are noisy, active little fellows, full of mischief and fun. Some have smooth coats, others are covered with rough hair; but all alike are clever, and full of life and vigor. Tho they are tame, and faithful to their masters, they have plenty of the old hunting instinct left in them. They are always ready to chase the rabbit that scampers away to its burrow, and their scent is very keen as they poke their noses into rat holes in cellar or field.

The bulldog is not a beauty but he is determined and often rather savage. Yet he is usually quiet and affectionate, loving his master with a devotion that nothing can change.

The shepherd dog is a very business-like fellow, full of life and energy. Let but a single sheep of the flock try to get away and in an instant he is off, and with loud barks and many a pretense at biting he drives the



Scotch Terrier and Pups.

wanderer back again. He understands exactly what is said to him, and at the word of command he dashes away to obey orders. Ready to do his duty in all weathers, he is content with the plainest of fare. He is as happy with his master out on the bleak hill-sides in the bitter winds of winter, as in the hot summer days when he can take his ease and bask in the sun.

The setter is fond of the chase as the most ardent hunter. With his nose to the ground and his tail wagging he is ready to follow the scent hour after hour.

### Dog Characteristics.

Tho they differ so much as regards size, shape and general appearance, as well as in color, yet there are many ways in which all dogs are alike. They live on

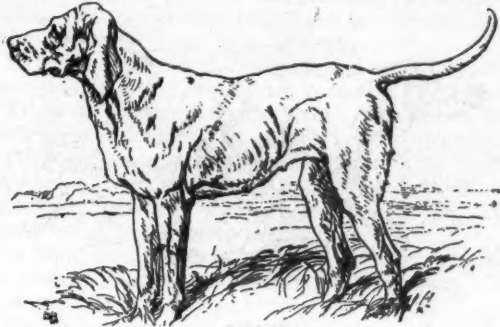


Skye Terrier.

flesh, and generally eat dead meat, whereas all members of the cat family prefer to catch their food alive. A dog seizes its prey with its teeth, while a cat always seizes and holds its victim with its claws. Hence a dog's claws are shorter and not so sharp as those of a cat. Neither can a dog draw in its claws and cover them up as a cat does. The claws are short and blunt, but they are so

strong that the dog can scratch a hole in the ground large enough to hold his body. They are in such constant use that they wear out very readily, and to make up for this they grow very fast.

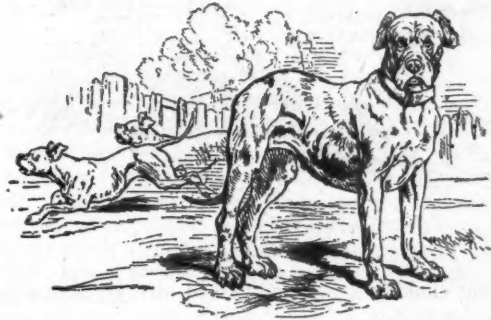
Like all other animals that live on flesh, a dog has strong sharp teeth in the front of his mouth, but as he does not chew his food he has no grinding teeth. A dog



Bloodhound.

can only move his jaw up and down. He bolts his food in lumps. A man has several kinds of teeth. In front he has broad cutting teeth, somewhat like those of gnawing animals. Next to those, upon each side, he has sharp teeth like a dog's for tearing his food. At the back of his mouth he has broad teeth for grinding his food.

Instead of soft fur, such as a cat has, the dog is covered with a coat of hair. The coats of some dogs are smooth, while others are rough and shaggy. Some have such long hair that their eyes are almost covered. The

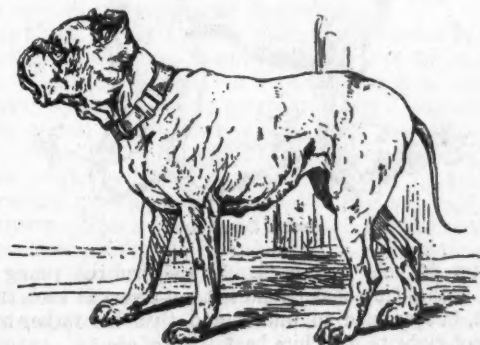


Mastiff.

Eskimo dog, as it lives in the frozen North, is clad in a very warm thick coat. The Eskimos make sledges, which are a kind of small cart fixed on runners instead of wheels, and these are drawn by the dogs, who drag their masters about, just as horses do in other countries.

Dogs have a very keen sense of smell. Cats hunt their prey by sight, but dogs hunt very largely by scent. Not only can dogs follow the track of other animals by the aid of the nose, but they can also follow their master in the same manner.

Dogs have good memories. They remember places



Bulldog.

where they have been before as well as people who have owned them. They can also recognize sounds which they may not have heard for years.

#### Some Dog Stories.

A gentleman, who generally lived in the country, once took a dog with him to London, and kept him there for



Pointer.

a few months. The dog was never allowed to go out without a collar, upon which was a ring that made a clinking sound. In a short time the dog learned that when he heard this sound he was to be taken for a walk. After a time he returned with his master to the country, and it was three years before he was taken again to London. But he remembered every nook and corner of the house, and could find his way about the streets. When the old collar was brought he at once knew the



Setter.

familiar clinking sound, and barked with joy at the prospect of a walk.

Dogs sometimes display jealousy, just as human beings do. A story is told of a terrier that took great pains and much trouble to teach its puppy how to hunt rabbits. In time the puppy grew stronger than its father, so that it could run faster and catch more rabbits. This did not please the old dog at all, and when he saw the young one gradually getting ahead he would seize the puppy's tail

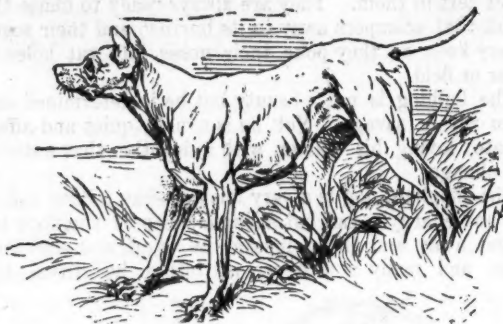


Scotch Deerhound.

and try to hold him back. So well had the young dog been brought up that he did not get angry at such treatment, but seemed to understand that his father had a perfect right to hold him back if he chose.

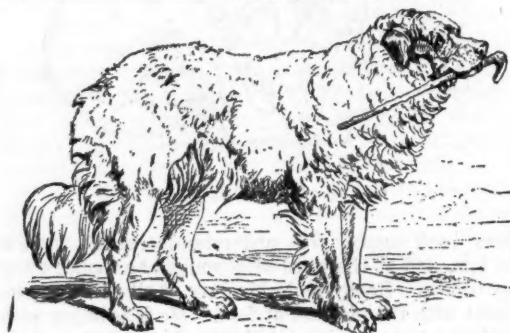
Many tales are told of dogs that have saved their

masters' lives. A gentleman was once crossing the river Dee, not far from Aberdeen, when the ice gave way just as he had got about half-way across. As he slipped into the water he laid his gun across the crack in the ice, and so prevented himself from sinking. But he was not able to raise himself by this means, for his weight would have broken the ice still further. Seeing the plight his master was in the dog made many attempts to save him, but finding that all his efforts were fruitless he ran off to a neighboring village and up to the first man he met. He pulled the man's coat, and in other ways made it clear



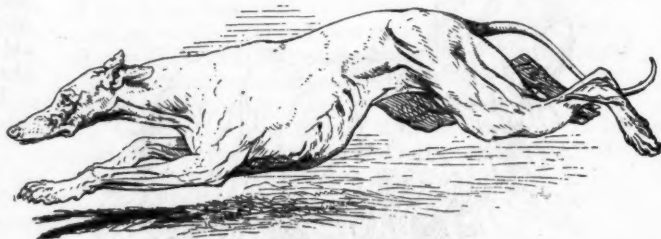
Terrier.

that some one was in distress, and that he wished the man to follow him. The man reached the spot just in time to save the life of the dog's master.



Newfoundland.

Sheep dogs are famous for the intelligence they display in taking care of sheep or cattle. A sheep-dog once strayed from his home and took up his abode at another farm. On the second night after the dog arrived he went with the farmer down to the meadow to see if the cattle were all right. To the farmer's dismay, he found that the fence between his meadow and his neighbor's was broken down, and that the whole of his neighbor's cattle had got mixed with his own. By the help of the dog the strange cattle were driven back into their proper meadow,



Greyhound.

and the fence was mended. The next night, at the same hour, the farmer again started off to look after the cattle. The dog, however, was not to be seen. On arriving at the meadow the farmer found that the dog had started off before him. To his astonishment, he saw the dog sitting on the broken fence and daring the cattle from either side to cross. It seems that the dog had gone off on his own account to see if the cattle were all right. He found that the fence had been again broken since the



previous night, and that the cattle were all mixed as before. Then, alone and unaided, he had driven the strange



King Charles Spaniel.

cattle into their own meadow, and mounted guard on the broken fence until the farmer came.

## Nature Study in City Streets.

### Outlines of Lessons on the Pigeon.

By MRS. L. L. W. WILSON, Ph. D.

Dearer to the heart of the school boy than English sparrows are the no less common pigeons. He needs no artificial stimulus to induce him to stop to watch them. Quite probably his knowledge of them is as extensive as your own, albeit along different lines.

But his sister must have a little direction in her study.

Therefore give to the class, just as they are about to leave, some such questions as these:

How many of you know pigeons when you see them?

Tell me to-morrow how many different kinds you saw on your way home?

Then when to-morrow comes, show them pictures of the commoner kinds, getting from them their general knowledge on the subject of pigeons.

What do pigeons eat?

How shall we find out?

In feeding them about what must we be careful?

Questions such as these have stimulated my own little students to a fairly exhaustive study of bird diet.

How do they drink?

How does the sparrow drink? The canary?

It has always happened that the greater number of the children, in watching the pigeon eat, have noticed that peculiarity in the manner of drinking which distinguishes him from all other birds, viz.: that he does not lift his head.

"The education of a naturalist," said Agassiz, "now consists chiefly in learning how to compare."

Put on the board, in their proper relative size, drawings of the English sparrow, the hen, and the pigeon.

In what respect are the beaks alike? Why?

How do they differ? Why?

The children cannot fail to notice that the differences are mainly related to the size of the bird. This, however, is not the whole story with reference to the feet. And whether an intimation, even, of the truth is given to the students, the teacher should be able to read for herself, at least, the "sermon" of feet.

The hen has the typical foot of the scratcher, stout and with a short backward-pointing fourth toe. It is a foot well adapted to walking, too, and, for precisely the same reason, scarcely at all suited to perching. As the foot clearly shows, the hen is a ground bird, there building her nest and there finding her food. They can fly short distances, it is true, and they do roost at night, but neither the wing nor the foot is well adapted to perform either of these functions.

The pigeon, on the contrary, while it has not the true perching feet has nevertheless a well developed fourth toe. It has strong wings, too, enabling it to fly great distances.

We should expect, then, to find that the pigeons built nests, and built them not on the ground, but in trees. This is in a great measure true. For altho many pigeons

do lay their eggs in dovecots, church towers, in holes in the wall, yet others, for example the wild pigeon and the mourning dove, build a rough nest in the trees. To be sure it is so loosely woven that the two white eggs may be seen from below, and sometimes, even may fall thru.

In the pigeon then we are gradually rising from the ground birds represented by the hen to the tree bird of which the sparrow may serve as a type.

It has been a gradual evolution, and many of the links are missing. Still the progress upward is fairly obvious.

Think for a moment of the dodo. This was a heavy flat-breasted pigeon, living entirely on the ground.

For this reason they fell easy victims to the dogs and hogs brought in the ships of the early Dutch settlers of Mauritius. Now not one is left to tell the tale. They have been completely exterminated.

In New Guinea, however, there may be found even at the present time, the well-named ground pigeons. They fly very slowly and only go to the trees to roost.

Higher in their development than either of these are our own pigeons and doves, many species of which build nests in trees and none of which are ground birds in the true sense of the term.

The dodo of Mauritius, the ground pigeon of New Guinea, our own pigeons—do not these make a series of forms, in which progress upward may be clearly traced?

The pigeon lays but two eggs at a time, and according to popular belief only one of these eggs is likely to amount to anything. Both may hatch, says the amateur breeder, but only one of these will develop into a large healthy squab.

A great deal of exercise seems to be necessary to the well being of pigeons. It is for this reason, perhaps, that the father bird, altruistically, spends a part of his time in sitting on the eggs. At any rate the mother uses her temporary freedom for exercise.

The little ones are ugly, naked, and helpless. They must be fed and cared for until they can fly. And here again the father comes gallantly to the rescue. He helps the mother by manufacturing and feeding to the babies the so-called "milk," which she also makes and gives to them. This milk is not at all related to the milk of mammals. It is a fluid secreted in the crop to which is added the partly digested food that birds may be eating at the time, tender shoots of plants in the spring, and oily seeds in the fall.

Compare the story of the habits of the squab with those of the chick. How does it happen that in the one case the young is born clothed, armed against its enemies, equipped for work, and in the other naked, helpless, unable even to feed itself?

Strange as it may seem at first thought, it is the helpless young which belongs to the more highly developed parents. And yet this is perfectly reasonable. For it is a law applicable to other animals than man, that the longer the period of infancy the higher the development. Moreover, ground birds are exposed to dangers to which the carefully housed tree birds are strangers. It is, therefore, a condition necessary to the survival of the ground birds that they should be born ready to cope with their enemies and to care for themselves.

This phase of the question should be presented to the children. If one is an evolutionist, it is the key to the riddle of existence, and, even if one is not, it is one of the many obvious instances of the wonderful adaptation of the animal to his environment. But how shall we teach this to the child? Not by pouring it over him, as I have poured it over you, certainly. But by asking him certain questions and giving him time to reason out the answers. This is the nearest approach to rapture that can come to children in the school-room. Many times I have seen them actually thrilling with the delight of thinking out the answer to this and similar questions. In no other way can one so easily develop that passion for knowledge, which when once kindled can never be quenched, which is the greatest safeguard against unhappiness.

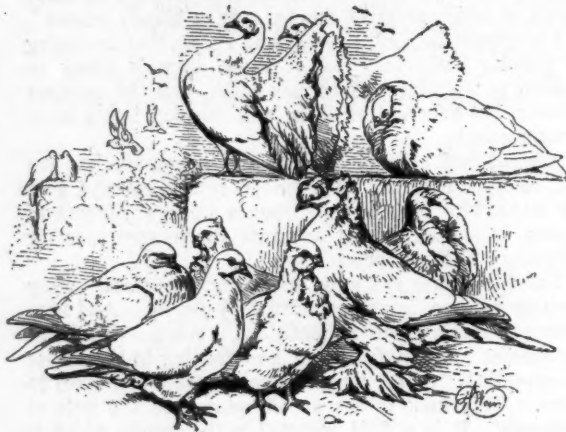
Review, with the children, the story of the chick from

the time that it pecks at the shell until after it has taken its first meal. Compare this history with that of the young squab.

Where is the nest of the hen? Where is the nest of the pigeon? What advantage then is it to the chick to be born well clothed with feathers? Why is it better for the squab to stay in his nest? If he stays in the tree, how can he get his food? Why does the pigeon feed her young while the hen does not? Who feeds the tadpole babies? The kittens? Puppies? Our babies?

Of interesting language and reading lessons with reference to the pigeon there needs to be no end. For pigeon stories begin with the ark. The Bible account might be supplemented with the Arabic legend which tells us that when the dove returned, the red mud on its feet so increased its beauty that Noah prayed that the legs of the courier might always remain the same color. And they are red, even to the present day!

From the earliest times man has made use of the "homing instinct" of many of the pigeons—that is to say, of the impulse and ability to return home even when it has been taken long distances away. This power has been so increased by training and breeding that flights of hundreds of miles are no longer remarkable.



The earliest historical account of their use as messengers by man was given by Pliny, who said of the siege of Modena, "Of what use were all the efforts of the enemy when Brutus had his couriers in the air?"

And from that time to this they have figured extensively in such stirring events as the Franco-Prussian war, the international yacht races, expeditions to the North Pole, and our recent war with Spain.

It will be remembered that when the siege of Paris began, the attempt was made to communicate with the outside world by means of balloons. In the second balloon sent out a number of homing pigeons were taken. These returned to the city with the joyful news of the safe descent of the balloon and of the unmolested forwarding of letters and dispatches. From that time on "the pigeon post" was thrown open to the inhabitants of Paris under similar regulations to those imposed by the French government on post and telegraph service. How efficient was this method of communication may be judged by the immense number—a million—of private messages sent over the heads of the besieging Germans.

"The Angel of the Siege" was the name given to one of the birds who made the journey six times.

One of the pigeons was captured, considered a prisoner of war, and carried to Germany. Four years later it chanced to escape, and returned to its French home.

At first the messages were written on paper, folded, covered with wax to protect them from the elements, and tied to the tail feathers. Later thin films of collodion were used, a dozen of them inserted at one time into a portion of a quill. This in turn was fastened to a tail feather by means of a silk cord.

Now-a-days, the Germans, who have brought military pigeon flying to a science, put the message in type and

reduce it to the smallest compass by microphotography. It is then put in the quill of a loose tail feather the color of those of the carrying bird.

The Germans have also a number of birds who have been trained to regard two fortresses as homes. In one they find food, in the other drink. In this way they have messengers who can be depended on to carry a return message if the need arise.

In this country the birds are used to some extent for private messages. Brokers, farmers, physicians, and business men, particularly those who live in the suburbs make use of them as messengers between their homes and places of business.

Doubtless as the sport of flying pigeons takes a deeper hold on the community the area of their practical use will increase, too.

#### Synopsis of a series of lessons on the pigeon:

- I. Stimulate the children to observe the pigeons.
- II. Different kinds of pigeons. With older children teach them that these are all descended from the common rock pigeon of Europe. Explain to them how breeders make species, by constantly selecting those with a peculiarity, and keeping them apart from the others, breeding them together, thus increasing the peculiarity and making it permanent.
- III. What the pigeon eats; how it drinks.
- IV. Eggs and young.
- V. Compare with the chick. What are the advantages of these differences to each?
- VI. Beak and feet. Compare these with hen and sparrow.
- VII. Other pigeons from the dodo upwards.
- VIII. Homing pigeons and their use to man.

Obviously these lessons are mapped out with the feeling that most teachers prefer to reject material unsuited to their uses, than to supply a deficiency. Discretion must be used in all things—even in pigeon lessons!

### Children's Sayings.

Pupils were saying what they would like to be.

Jay B.: "I'd rather be a cloud because the clouds bump together and make thunder."

"Do you think, pupils, that Ruby should be marked X in neatness?"

Carl H.: "No, her hair sticks out like an Indian's feather." (This was after some Hiawatha lessons.)

We had imagination stories, pupils with closed eyes telling what they saw.

Ruby R.: "I am in the moon."

I: "What do you see there? Whom do you see?"

Ruby: "Nobody."

Carl H.: "She ought to see angels."

Pupils heard a graphophone talk, sing, etc.

They were afterward asked about it.

Oscar T.: "There must be a baby man in the box singing."

James B.: "It might be a monkey."

Willie A.: "When I heard it I thought there must be a man in there all huddled up small so he could get in the box."

Carl H.: "I'm goin' to ask my pa what it is that makes such a racket in the box."

Pupils saw quarter notes, two in a measure, and at the end of the time a half-note with double bar after it.

Thomas V.: "Seems to me as if that big one needed two bars to keep him from jumping out!"

I: "This is a new year. What year is it?"

Willie A.: "Happy New Year."

ETHELIN T. ABBOTT.



## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 17, 1899.

### Education to Duty.

This nation spends a vast sum for education. The individual believes he will get a return for his outlay for education. But how is it with the nation? Will this nation get a return? A suitable return? An adequate return? Governor Roosevelt in his address to the alumni of Columbia university said:

All I can ask of you of Columbia and of other colleges is to realize that you have had no special privileges conferred upon you by your advantages, but rather a heavy responsibility. There is need of broad, mental training for those who manage our affairs. Don't let the ordinary man think he can lead in public life without a training merely because some great men—giants—have had no special education. I would preach the doctrine of righteousness going hand in hand with power, and I would preach to every man not to hope to get thru life with the maximum of ease. A college man must show himself to be an American citizen, like all others, and must feel that he is somewhat more of an American because he has had more advantages. If he doesn't show that, he is false to his university and to the training he has had. To all college men I would preach the doctrine of work. We need men of leisure and men of means to work out our national character, but those men ought to work as hard as the rest. In our American life there is a tendency—the most dangerous we have—to deify mere smartness and mere success, without thinking whether it was gained honorably. We can't be truly a great people, we can't rise to our highest traditions until public opinion turns on every man who wins wealth and political success by dishonorable means, until every dishonest official is made to feel that he has our contempt. You'll never be a power for good unless you strive to make the good in the community as effective a force as the evil. We don't need nice, dainty men, but the man of high instincts who isn't afraid to go down into the hurly-burly of the arena. Let us be free from the humiliation into which a nation falls by setting up the standard of race and religion, instead of the standard of righteousness and good citizenship. Let your efforts rest on courage, righteousness, and the honest endeavor to make America what it should be and must be—the greatest and noblest of all the great nations of the earth.

### Prof. Ladd Honored by the Orient.

Every American educator has a right to be proud of the distinction shown to Prof. Ladd, of Yale, in the Orient. This famous teacher of psychology has been asked to deliver a course of lectures in Japan under the auspices of the Imperial Educational Association, a semi-official organization for the promotion of general education. The subject will be "Applied Psychology." The invitation comes from Shinji Tsuji, the president of that organization, who is also a member of the house of peers. All instructors of normal and middle schools are especially urged to attend Prof. Ladd's lectures, and these,

together with others who are interested, will form an audience of about 6,000. The teachers in Japanese public schools, by the by, are all men.

Prof. Ladd will spend about two months in Japan, and will lecture at the University of Tokio. The Department of Education is also anxious to have him speak to the teachers of pedagogy and psychology in all normal schools of the empire. These instructors will be called together—it is expected by an imperial decree—for the express purpose of hearing these lectures. Later Prof. Ladd will speak in universities of India and elsewhere, completing his tour around the world in about fifteen months. *Bon voyage* and three times three cheers for him!

### Will Dr. Boone Have to Go?

The indications are that Dr. Richard G. Boone will be asked to resign the principalship of the Michigan State Normal college at Ypsilanti. The board having charge of the affairs of the institution is controlled by politicians who have long tried to get possession of that position for the advancement of their own ends. It is hoped that Governor Pingree will frustrate the scheme; he has the power and he is exactly the sort of fearlessly just man to do it.

It has long been known that the Ypsilanti normal is an apple of contention among spoils politicians. A weaker man than Dr. Boone would long since have yielded all high educational purposes and cast his lot with the ringleaders. If the scheme to oust him is carried out, it may rouse the state to a recognition of the dark-lantern methods concealed behind the screen of education.

Dr. Boone is widely known and recognized as a leader among normal school men. If the three most efficient workers in this important field were to be mentioned, his name would be one of the three. Michigan ought not to let him go.

### N. E. A. Excursionists and Others.

It is unfortunate that so many of the parties going to the N. E. A. this summer provide for only two or at most three days' stay at Los Angeles. The National Council of Education seems to have been wholly disregarded by most excursion managers. A few itineraries require departure before the close of the convention. It seems that with many the N. E. A. convention is merely the means for securing cheap excursion rates. It is well enough for the professional tourist bureaus to take this view, but of teachers it ought certainly be expected that they should take more interest in the proceedings of the convention itself. It is not too late to effect a change of itineraries defective in this respect, so as to keep all who are, or by nature of their office ought to be, interested in educational discussions, in the convention city, at least till after the close of the last meeting.

Moreover, visiting educators ought to show some appreciation of the efforts made by the local committee at Los Angeles for their comfort and entertainment. Fêtes, fiestas, and carnivals have been planned by cities of the San Gabriel valley and a rich program of other attractions has been planned for fully ten days following the convention. A large number of teachers have already

made arrangements to spend some time in beautiful Southern California. Managers who do not take all these points into their calculations may be greatly disappointed.

By the way, it would be well for the executive committee of the N. E. A. to secure more liberal terms from the Wagner and Pullman car companies. A *per diem* rate ought to be suspended for the days of the convention if the cars are unoccupied. This is not asking too much and an attempt should be made to secure the concession. This would help considerably to keep visitors in attendance to the end of the convention.

### Mrs. Young's Resignation.

Mrs. Ella F. Young, has closed by resignation her thirty-seven years' connection with the schools of Chicago. She had been teacher and principal before entering upon her work as assistant superintendent. She gives as a reason for her resignation that she is unwilling to remain longer in a position in which she feels herself to be a mere figurehead with no responsibility to her superiors. In an interview she explained: "It is not consistent with my self respect to continue to draw salary for work for which I am no longer responsible. The present ideal seems to be a one-man power and my work is rendered unnecessary."

Mrs. Young's impulse is certainly noble, but the question forces itself if she would not do better to remain in her position and fight for a restoration of its old responsibilities. Chicago cannot well afford to dispense with her services.

### Elbert Hubbard's "Message to Garcia."

Think of a million copies of a little book going out to stir up the thought of the land! Think of a railroad company going thus extensively into the publishing business! Above all, think of the little book being one with a mission! How does this comport with the theory of the indefatigable Mr. Frank A. Munsey that literature, to be popular, must be merely amusing? Why do people read a mere preachment?

When Mr. Elbert Hubbard wrote "A Message to Garcia" for publication in his own little magazine, *The Philistine*, he probably did not dream that he should be famous because of it. He simply went to work with an idea in his head, wrote out a snappy little article of eleven pages, full of melodramatic paragraphing and split infinitives. The queer little magazine went to press without flurry of trumpets. In all probability the author expected his preachment to go down to oblivion with a lot of other good stuff.

He had unwittingly given voice to a great outcry of the time. There is a constant call for men who can do things. At a time when seemingly the individual is becoming of less and less account, the exceptional individual is in greater demand than ever before. Really competent men are everywhere sought for.

One who has had a particularly wide experience in the employment of other men is Mr. George H. Daniels, general passenger agent of the New York Central Railroad. For several years he has been a reader of *The Philistine*. When he opened the March number and glanced thru its pages, the title "A Message to Garcia," struck him as peculiar. He read the article and said as he finished it,

"That is the finest thing of its kind I ever read!"

Soon after, Mr. Daniels determined to exploit the preachment he had admired. He made it one of the "Four Track Series," which the New York Central issues. It took. Edition after edition was exhausted. Word now comes that very shortly an edition of a million copies will be sent out. Even "The Man with the Hoe" has not excited so much comment. "A Message to Garcia" is the literary sensation of the hour.

It is rightly so. It expresses in the clearest, baldest fashion the change that has come over American thought and life within the last generation. The growth of business and industry has destroyed the old-time belief that any smart American can do almost anything in the world. We are, as a people, being differentiated into the strong governing class on the one side, and the helpless, hopeless cumberers of the earth on the other. We have not yet gone so far from democratic principles that the man of the mass cannot become one of a class, but we have, whether rightly or wrongly, lost faith in the man of the mass.

This loss of faith in the ordinary individual has led in Europe to Nietzsche with his doctrine of the *super-homo*. In "A Message to Garcia" we find the same appeal for the development of strong, energetic individuals; the same sense of the cold, pitiless work of the law of natural selection.

Mr. Hubbard's booklet is issued by the New York Central Railroad, and may be obtained by any one for a postage stamp addressed to Mr. George H. Daniels, Grand Central station, New York city. Every American should read it. The boys and girls in the high schools and grammar classes ought to be told of the message!

### The Busy World.

#### Isthmian Canal Commission.

President McKinley has appointed a committee to determine the most feasible route for a canal across the Isthmus of Panama. At the head of the commission is Admiral John G. Walker, retired, of the United States navy, probably the highest living authority upon the geography of the Pacific ocean. At the same time comes the announcement that the Panama company, that unfortunate French enterprise, is not, as people had supposed, dead and buried. It has lately obtained the opinion of an international board of engineers to the effect that its plan is practical, both physically and financially. It is still at work on the canal and it asks nothing of American people save that they do not spend \$150,000,000 in duplicating its work.

#### France Redeems Herself.

Capt. Dreyfus has been removed from confinement on Devil's island and is being conveyed to France, there to stand a trial which, unless all signs fail, means acquittal. The government is doing its utmost to keep the exact date and circumstances of Dreyfus's arrival a secret, but it is common talk that he will be disembarked a few miles from Brest.

Meantime the provisional release of Lieut. Colonel Picquart is a step in the direction of complete justice. Picquart, it will be remembered, was chief of the Secret Intelligence Bureau in 1895. He started in to examine the Dreyfus case with a firm conviction of the man's guilt. Coming, however, to the conclusion that the whole business was a tissue of lies, he said so frankly and accused Esterhazy of forgery. The government, fearing the utterance of the truth, sent Picquart on a diplomatic mission to Tunis. Still he would not be silent. He was recalled to Paris, court-martialed and taken to the military prison of Cherche Midi. His restoration to liberty is the best possible evidence of the intention of the French people to make complete restitution.

#### M. Loubet at the Races.

Undisturbed by the riot of the previous week, the president of France on June 11 drove out to Longchamp to



attend the Grand Prix. Upwards of fifteen thousand soldiers and police attended him. They were hardly necessary, for the friends of the republic had gathered in dense throngs, shouting "Vive la republique!" and "Vive Loubet!" The socialists were especially loud in their loyalty to the government—a condition of things hitherto unheard of.

At the races everything went off peacefully except that some of the crowd in the paddock shook fists, umbrellas and walking sticks at the smartly attired aristocrats in the jockey stand. The clubmen received the demonstration in disdainful silence.

#### A Mississippi River Prank.

The "Father of Waters" is a most capricious stream and is always doing unexpected things. An interesting lawsuit is in progress concerning some land which was formerly in Arkansas and which the erratic river has lately shifted over into Tennessee. When the stream by running off into a new channel transferred several hundred acres of flat land, the state of Tennessee promptly made a grant of them to one of its citizens. That action was naturally displeasing to the Arkansas planter whose property the land had been. Accordingly he brought suit to recover possession. An important principle is of course involved. Is the shifting Mississippi the true boundary line between the two states or is that boundary line something fixed and arbitrary?

#### The Death of Augustin Daly.

The cause of the classic drama lost a strong adherent thru the death in Paris of Augustin Daly, the well known manager. Mr. Daly fell a victim to an attack of pneumonia. His services to the stage were manifold. In early life he wrote a number of plays and for nine years was dramatic critic on the *New York Mail and Express*. Since 1867 he has been manager of his own companies and has made a specialty of the production of Shakespearean and other classic drama. While he has always cut the Shakespearean text up a great deal and has otherwise taken great liberties with classic traditions, the fact remains that he has been almost alone in this country in striving to keep alive a taste for the standard drama. With his remarkable executive ability he could easily have made more money than he did make had he merely catered to public taste.

#### Slanders on the American People.

Considerable satisfaction has been expressed by the imperialist papers of the country because Prof. Dean C. Worcester, who is a member of the Philippine commission, has written in contradiction to the stories that the American troops have been guilty of gross outrages upon women and children. He establishes beyond a doubt the fact that the war in the east is being conducted upon principles of humanity. He further makes certain what was already suspected, that Aguinaldo and his adherents are only a fraction of the total population and that the majority of Filipinos are either indifferent or are actually friendly to the Americans.

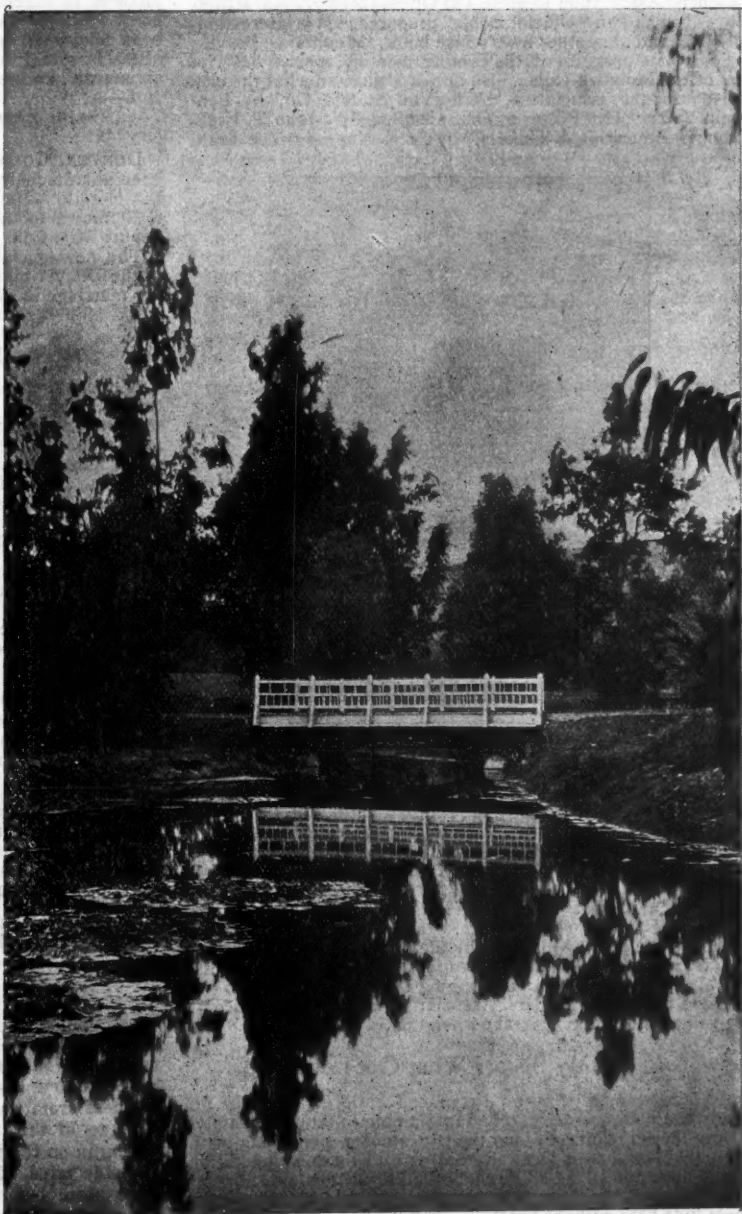
What he does not attempt to establish is our right to be in the Philippines at all.

#### Dormant Savings.

The banks of New York city have lately been considering the question of money left in savings banks and never claimed. There has been talk in the legislature of a law requiring the banks to turn over such surplus to state use. As the law stands, the bank gets the benefit of the dormant deposit, altho it never legally possesses it. An account is said to be dormant when it has been untouched for twenty-two years. Altogether such accounts in New York state are about \$1,500,000. The banks are of course opposed to state control of dormant savings and claim that the expense of trying to locate the owners more than counterbalances the profit of the holdings.

#### The New Speaker.

The contest for the speakership of the house of representatives was simplified by the withdrawal of Mr. Hopkins, of Illinois, in favor of Col. Henderson, of Iowa. The ultimate election of the latter is now an assured fact, altho the formal ballot will not take place for some months. Col. Henderson is a native of Scotland, but has lived nearly all his life in this country. He lost a leg in the Civil war and is in consequence a great favorite with the G. A. R. He is the reverse in manner and personality from Mr. Reed whom he succeeds.



View in East Side Park, Los Angeles, Cal.

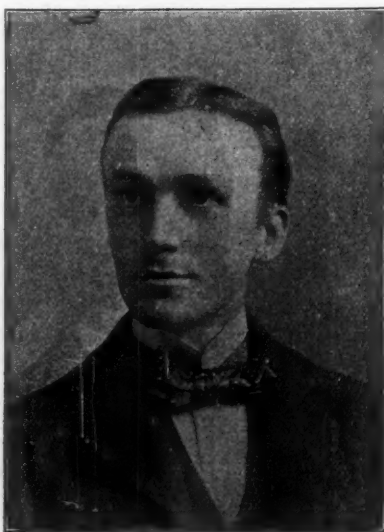
## The Educational Outlook.

### F. Hopkinson Smith's Involuntary Gift.

CHICAGO, ILL.—As the result of an amusing quarrel the vacation schools of Chicago are richer by sixty dollars than they were a month ago. The Arche club is an institution which is, in Chicago phrase, "cultured." Mr. F. Hopkinson Smith is a distinguished marine engineer, artist, literary man, and joke-smith of New York. Last winter the Arche club engaged Mr. Smith, the artist, to come and give a talk upon "Certain Art Fads." Somewhere upon the journey Mr. Smith, the artist, got snowed up, but Mr. Smith the literary man, appeared promptly on time and astonished the Arche club by reading voluminously from his own works. The club, being composed of "cultured" people who were already well acquainted with Tom Grogan, waxed indignant at this trick which Mr. Smith the joke-smith, had played upon them. After much discussion they decided that Mr. Smith, the literary man, was worth only about one-half of the \$150 they had intended paying Mr. Smith, the artist. Accordingly they wrote to Mr. Smith's bureau in New York and offered to pay \$75. This Mr. Smith, the business man, refused to touch. Then the club decided to give over the money, minus the commission fee of fifteen dollars, to the vacation schools of Chicago.

### N. Y. State Association Official Book.

For the benefit of the New York state teachers who expect and who do not expect to attend the meeting of the New York State Teachers' Association to be held at Utica, July 5-7, Pres. Milton Noyes has had an "Official Book" prepared. It is interesting, valuable, and altogether a very nice book. It contains, besides the complete program of the coming meeting, a brief description of the Mohawk valley, also one of Utica and what the city will do for the association, "Why You Should Go," by Benjamin Veit; "The Power of Organizations," by John T. Nicholson; "Educational Tinkers," by Pres. Noyes; "The State



Prin. John T. Nicholson, P. S. No. 10. Chairman of Press Committee, N. Y. S. T. A.

Society for Child Study," by Dr. Edgar Dubs Shimer; suggestions on going to the N. E. A., railroad rates, hotel arrangements and numerous other things of interest to teachers.

Among the speakers to take part at the Utica meeting are Governor Roosevelt, State Supt. Charles R. Skinner, Dr. J. J. McNulty, of New York, Supt. T. H. Armstrong, Medina, J. Liberty Tadd, of Philadelphia, Pres. Noyes, Mayor Kinney and Charles H. Searle, of Utica. In addition to the general sessions, meetings will be held by the primary, high school, kindergarten, child study, music, nature study, normal, principals' and grammar school, manual training and reading sections.

The State Art Teachers' Association will meet at Utica at the same time as the general association.

### "—My Sisters What Got Lost."

A young woman with two dirty faced children, says the St. Louis *Globe Democrat*, marched into a police station and stood before the sergeant. Behind the trio stood a policeman, with a worried look on his face. Removing his helmet, and nodding in the direction of the children, he said to the captain: "Indade, sor, she is an iligant woman. I could never have got them kids here without her."

The young woman blushed deeply.

"I can't even touch one of them," said the policeman. "Look at that, now."

He had made a dismal failure of trying to look pleasant, and caress one of the children. The child answered by a howl of terror, which nearly took the policeman off his feet.

The captain asked if all three were prisoners. Whereupon the young woman explained that she had found the children wandering in the street, evidently lost. The firemen had tried to learn their names and addresses in vain, and when the policeman wanted to take charge of them, they howled in good earnest. "When I spoke to them," she said, "they grew quiet, and gladly came along with me."

She propped the children up in two big chairs behind the sergeant's desk, and talked baby talk while the policemen made woeful attempts at appearing graceful. Then she tried to leave without their noticing it, but every time she moved away from them, more howls arose. So she rocked one to sleep, and had nearly succeeded with the other when a piping voice on the other side of the desk was heard inquiring for "my sisters what got lost." In an instant the nodding child screamed "Bruver," and dodging around the desk, the "bruver" began to vigorously scold his sisters for having "runned off." Then he marched them home, accompanied by an officer.

### An Infant Prodigy.

LAKE CITY, IOWA.—Two years old and possessed of a vocabulary of three thousand words! Violet Oberlich is being trained by her father. She knows by sight and can name all the flags of the world, the portraits of over one hundred famous men and women, all the states and territories of the United States, a large number of botanical terms, over five hundred pictures of animals, Webster's diacritical marks, and a great many other things she ought not to know. Her education has been conducted on the "sentence method," or synthetic system of teaching and the results are believed to be marvelous. She apparently knows more than most high school graduates. But—

### Women Rule the Schools.

DENVER, COLO.—Mrs. Helen Loring Grenfell, has again been unanimously elected superintendent of public instruction in Colorado. Her services to the cause of education are too well known to need comment. She has appointed as her deputy Mrs. Cella Osgood Peterson.

The new official is a native of New Hampshire, a graduate of the Denver high school, and a teacher of experience. Since her marriage in 1878, she has done only summer and institute work. She is said to have great executive ability.

### Amherst to Elect a President.

AMHERST, MASS.—It is said that the committee on nomination has selected Rev. George Harris, president of Andover seminary, as the man who, in their judgment, should be chosen for Amherst's president. The only other candidate who is prominently mentioned is Rev. C. S. Slocum, of Colorado college, who is the favorite of the older and more conservative trustees. The election will take place at commencement.

### American Manual Training Association.

The annual meeting of the association will be held at Teachers college on June 30 and July 1. Some interesting papers will be presented dealing with the practical work of manual training and there will be an exhibition of the work of several of the leading schools of the country. It is not too late for schools who have not yet submitted specimens to do so.

SIMSBURY, CONN.—The second year of the town system of school management has been very successful, whereas the first was a dismal failure. The rescue of the schools from a condition of chaos is largely due to the efforts of Mr. J. B. McLean, superintendent.

OSWEGO FALLS, N. Y.—A meeting has been held advocating the establishment of a large union school. The village at present has no facilities for high school education and its district schools are overcrowded. Prof. E. J. Banta, of the Cortland normal school, made an address in favor of consolidation.

LANSING, MICH.—An appropriation of \$133,875 for the College of Mines at Houghton, has passed the house. In accordance with the wishes of Gov. Pingree it was cut some \$50,000.

The Convention of the National Educational Association will be held at Los Angeles, Cal., July 11-14. It is expected by Secretary Irwin Shepard that at least twenty thousand teachers from east of the Rocky mountains will take advantage of this fine opportunity to visit the far West, taking in on the journey out and back as many as possible of the side trips offered by the various railroads. The terms have never before been made so low for a meeting of the Association, one regular fare, plus the \$2.00 membership fee covering the cost of the round trip ticket.



### Education in California.

At the head of all higher educational work in the state stand the state university at Berkeley and Leland Stanford, Jr. university at Palo Alto. The former has perhaps the most beautiful location of any university in the world, looking directly west across San Francisco bay and the Golden Gate. The work of this institution has expanded very rapidly in recent years, until it now takes a place beside the best universities in America. It has prospects of becoming one of the best housed and equipped universities of the world. Thru the munificent gifts of Mrs. Phoebe Hearst, and liberal state support, the plans for one of the grandest and most beautiful groups of university buildings are already under way.

Hardly second in beauty of location, and certainly not second in the character and efficiency of its work is Leland Stanford, Jr. university. This institution, endowed by Leland Stanford, has been built up from the first to the present by David Starr Jordan, whose personality, learning, and executive ability have already left a strong, wholesome stamp upon the intellectual life of the state.

The best tribute that can be paid to the work of these institutions is to say that one meets the young men and women they have trained everywhere, in all the higher walks of life and business, entering heartily into the active life of the state.

Next stand the state normal schools, of which there are four. The one at San Jose is oldest and largest; that at Los Angeles stands next in time and size; then Chico; then the one recently established at San Diego. The examination requirements for teachers in California are rigid enough to give strong support to normal school work, so that these excellent schools, under the leadership respectively of President's Randall, Pierce, Ritter, and Black, is immediately felt in the public school system of the state, both rural and urban. Two of these schools, Los Angeles and San Jose, are giving training to kindergartners under provision of state law. All of them offer a four years course for graduates from the ninth grade, and a two years course for high school graduates. Los Angeles and San Diego have the normal schools representing Southern California.

Southern California has a number of excellent private and denominational colleges, among them the University of Southern California, Occidental college at Los Angeles, and Pomona college at Pomona. A prominent Southern California institution is the Throop Polytechnic institute, endowed by Father Throop, now under the direction of Pres. Walter Edwards. It is located at Pasadena.

The state laws on the subject of high schools are so framed that it is possible to establish these readily. Under this law there may be not only city high schools, but high schools maintained by the county, the district, or a union of districts. Well supported by the laws of the state, and stimulated to a high grade of work by the system of visitation and accrediting adopted by the university, there has developed an excellent system of high schools.

Among the foremost high schools of the state is that at Los Angeles under the principalship of W. H. Housh. It has a large and able faculty, and is crowded to its utmost capacity, with between 1,400 and 1,500 students. This school is distinguished particularly for its strong commercial and scientific courses.

California is characterized by a better support than is usually given to schools by many states. Especially is this true of the system of apportionment of state funds in vogue. Under this system, which is not strictly dependent upon a per capita estimate, small, poor districts are enabled to secure as good teachers as any, and to maintain as good schools. Good normal school support and severe examination requirements for teachers have aided greatly in raising the standard of common elementary school work to a high grade.

Los Angeles, while her rapid growth makes it difficult at times to keep up with the demand for more room, still maintains an excellent system of schools. Her superintendent is James A. Foshay. The personnel of the teaching force is very intelligent and efficient. Los Angeles is one of the first cities of the Union to have established kindergartens as a part of its city system, giving them the same support as other work.

Southern California has felt the effective educational influence of the two universities. The recently developed pedagogical department of the state university has spread much good work. Earl Barnes, formerly of Stanford, is still remembered here for his enthusiastic and wholesome influence. At the present time Southern California is enjoying a vigorous and thrifty university extension movement.

C. C. VAN LIEW.

### Methods Among Feeble-Minded Children.

ELWYN, PA.—Pennsylvania has for years followed the "colony" plan in the treatment of imbecile children. Both the school at Elwyn and the newer institution at Polk accommodate in separate departments improvable and apparently hopeless cases.

The schools are in charge of Miss Susanne Lied and fourteen assistants, all Scandinavians. The Swedish methods are the only ones that have ever proved successful in the schools. Adaptation of the Sloyd methods is everywhere the distinguishing feature. The work of the little imbeciles in drawing, designing, modeling, and sloyd compares very favorably with that of normal children. It is chiefly in the literary and mathematical branches that their weakness is noticeable.

In these branches no attempt is made to crowd the children. Slowly and painfully they learn to read, to know something of the geography and history of the United States, to understand a few of the simplest principles of arithmetic. More cannot be undertaken. The real work of developing the idiot is in the shop.

The girls learn to do beautiful needlework, as well as to cook and perform other household duties. The boys are instructed in whatever branches of manual training they show ability. Many learn trades, and learn them thoroly. All the bread-stuffs that are consumed by the eleven hundred inmates of the institution are baked by the older boys.

This sort of training is, of course, given only to those who are capable of improvement. Many of these go out in the world and become self-supporting. Some become excellent citizens, others when they have gone from the supervision of their teachers lose their acquired habits of morality. The marriages they make are apt to be especially unfortunate. It is the policy of the school at Elwyn to hold its weak-minded as long as possible, for the contact with the rough world is greatly to be dreaded for them.

In what is called the "custodial" department the hopelessly idiotic are kept separate. Even among these the work of education goes on and it occasionally happens that an intelligence is awakened that leads to promotion into the main school. Generally, however, the strange and uncouth beings are idiotic for life. Some few simple occupations, weaving and plain sewing, they can be taught by the patient teachers. The main object of their education is to teach them the fundamental physical processes. The buildings in which they are confined are never entered by visitors.

Near by Elwyn rests Dr. Isaac N. Kerlin, the father of the institution. For thirty years he directed its growth, and when he died in 1893 he was deeply mourned.

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Baldwin's Ranch, Near Los Angeles, Cal.

### Illinois Society for Child-Study.

The great meetings of the Child-Study Society, thus far held in Chicago, will be repeated the coming summer. It has been decided to hold a joint meeting of the Illinois Society for Child-Study and of the National Herbart Society on Thursday, Friday, and Saturday, July 6, 7, and 8. The meetings of the Child-Study Society will be held partly at the University of Chicago and partly at the Chicago normal school. These meetings occur during the first week of the summer quarter of the university. The summer school of the Chicago normal school begins its sessions the same week. There will therefore be a large number of teachers on hand. Many who are on their way to the national meeting in California will find it possible to attend this meeting on their way. A number of eminent speakers will give addresses at this joint meeting. There is no reason why this should not be one of the great educational meetings of the year.

All those who send in their fee of \$1.00 to the secretary will receive a ticket which will admit the holder to all the meetings of the Child-Study Society. Other persons will be charged twenty-five cents admission for each session (five or six in number). The dollar fee secures, also, to each person the published *Transactions* of the society for one year. A later full announcement of the summer meeting will be sent to all persons concerned.

Address all communications to Charles H. Thurber, The University of Chicago, Chicago, Ill.

Officers of the Illinois Society for Child Study for 1898-99: President, Charles A. McMurry; vice-presidents, Francis W. Parker, and Mrs. K. V. McMullin; secretary-treasurer, Charles H. Thurber; executive committee: Colin A. Scott, chairman; the above officers *ex-officio*; George A. Coe, W. S. Christopher, Mary C. Bourland.

Among the speakers who will take part in the Congress, July 7 and 8, are Francis W. Parker, Frank Hall, Jenkin Lloyd Jones, Joseph S. Gordon, Albion W. Small, and Harry Pratt Judson.

A special rate of \$2.00 a day is offered by the Hotel del Prado.

### The Essentials of Reading.

UTICA, N. Y.—At the New York State Teachers' Association, July 7, the reading and oral expression section will hold an important series of meetings. The program includes the following papers and talks:

"Essentials of Reading."—Physical: "Beginning with Phonetics," Caroline B. Le Row, Girls' high school, Brooklyn; Intellectual: "How to get Thought," Purvis J. Behan, Principal P. S. No. 45, Brooklyn. Emotional: "Study of Expressive Reading," Richard E. Mayne, Professor of Normal Methods, N. Y.

"Correlation of Reading to Other Branches," Supt. Charles S. Davis, Amsterdam.

"Grading of Reading," Asso. Supt. William T. Vlymen, Brooklyn.

"Reading in Training Schools," Prin. John Gallagher, Training School for Teachers, Brooklyn.

"Improved Methods of Teaching Reading."—Discussion on Reading and Language as recently proposed by Asst. Supt. Edward D. Farrell, New York, led by Jos. H. Wade, principal P. S. No. 23, New York.

"The Aftermath of the Average School Reading Course," John T. Nicholson, P. S. No. 10, New York.

### Threatens to Veto.

LANSING, MICH.—Gov. Pingree is continuing his crusade against appropriations for state institutions. He has sent a message to the senate asking for the recall of the university bill and its amendment to make the tax one-fifth of a mill instead of one-fourth as fixed by the bill. At one-fifth of a mill the university would get \$220,000, an increase of \$36,800 a year; at one-fourth of a mill it would receive \$276,000. The reduction would save for two years \$110,400. The governor says that while he appreciates the needs of the university, he begs a halt in new buildings and improvements until the next legislature convenes.

In his message to the house asking the recall of the Mt. Pleasant normal school appropriation bill, Gov. Pingree suggests that the item of \$43,000 for additions to the normal building be cut to \$22,000. He further criticises adversely the policy of the school at Mt. Pleasant which allows students to combine high school studies with normal training. He believes that a normal school should be above and beyond merely academic work.

### A Riddle in Rochester.

ROCHESTER, N. Y.—Considerable interest is manifested in the question whether the school board will push a mandamus against the common council. The latter institution is legally obliged to furnish \$40,000 authorized by a special act of the legislature for the building of a school. The council obstinately refuses to turn over the money. The lawyer members of the school board have organized themselves into a mandamus committee and threaten to bring suit. The question then comes up, "Can they properly appear in court as council for the organization of which they are members, or are they compelled to engage an outside attorney? In the latter case who will be responsible for the lawyer's fee and for other expenses? Plainly not the school board, for it has no fund. Apparently the members of the mandamus committee, if they bring suit, will have to dive into their own pockets. Will they do it?"



As the Orange blooms in California. National Educational Association meets at Los Angeles, July 11-14.



### Graduation Exercises of New York University.

The sixty-seventh commencement of the university brought out a throng which filled the Metropolitan Opera House to overflowing. Degrees to the number of 391 were given, the largest number in the history of the institution. Chancellor MacCracken announced gifts to the value of than a more third of a million. As a part of the program for another year he stated that next June will witness the first distinctive college commencement in the new auditorium at University Heights; that the School of Applied Science will be inaugurated under the most promising auspices; that the library building, now completing, will be second to none in the country.

In the pedagogical department sixteen masters were created and the degree of doctor of pedagogy was given to the following persons: Elizabeth Dancy Battle, John Dwyer, Daniel Thomas Edwards, Waite Almon Shoemaker, Edward Lewis Stephens.

### The Teachers College.

The eleventh annual commencement on June 8 was very successful. There was a procession of teachers and students, headed by Dean J. E. Russell, Acting President Van Amringe, of Columbia, Pres. W. D. Hyde, of Bowdoin, Rev. J. B. Shaw, and Mr. Spencer Trask. The commencement address was delivered by Pres. Hyde who, in closing, said:

"The teacher who will be a power in the life of a child must know his home, and if possible, know him in his home. Now that the community is doing so much for the scholars, the scholars should be trained in the habit of doing something for the school. They should be trained to feel responsibility for the appearance of the school and grounds and co-operate in making it pleasant and attractive; and in training them to loyalty to the school you are laying the foundations of loyalty to the state, public spirit in the community, courtesy and serviceableness in society. The child needs some one to look up to. He first finds, or ought to find, such an inspirer to trust and reverence in his father and mother, and in deepening his loyalty to them we have already in a measure anticipated this highest stage of moral education. Spiritual songs are a great help in lifting a child's affections from the loves of earth up to the love of God, the author of all good!"

### Columbia Commencement.

In the blazing heat of June 7 Columbia added about five hundred names to her list of graduates. There was great enthusiasm, great eagerness to hear the notables. Prof. J. H. Van Amringe, in the absence of Pres. Low, who is at The Hague, conducted the exercises.

The honorary degree of LL.D was conferred upon Mr. Carl Schurz and Gov. Roosevelt. The speech of the latter was, in point of popularity, the event of the day.

Mr. Roosevelt was in his happiest vein, ready to preach the doctrine of personal energy for which, more than any other American, he stands supreme. He paid a glowing tribute to the late Hamilton Fish and to the other Columbia men who served under him in Cuba. The vigor they displayed was, he declared, in large measure the outcome of college athletics.

The work these men did in war every college man can carry on in times of peace. It is a healthy sign of the times that we hold in contempt the educated man who stays out of the whirl and bustle of life. There is need in national affairs of broadly educated men, of men of high character who will not be misled by the vulgar tendency to deify mere smartness. We must have men who can both think and do.

"Don't be impractical; don't talk about things, but do them. You'll never be a power for good unless you strive to make the good in the community as effective a force as the evil. The man who is impractical is an evil to the community. We don't need nice, dainty men, but what we do need is the man of high instincts, who isn't afraid to go down into the hurly-burly of the arena."

### Briefer Items of Live Interest.

**BOSTON, MASS.**—Boston university brought out a large gathering of notables at her commencement. On the platform with Pres. Warren sat Pres. Eliot, of Harvard, Mayor Quincy, of Boston, Pres. Gilman, of Johns Hopkins, and ex-Gov. Clafin. Dr. Gilman, who was the commencement orator of the occasion, gave a retrospect of university work during the last century. About 300 students were made happy with sheepskins.

**GALT, ONT.**—The local school board has adopted a more elastic salary schedule than that commonly employed. Heretofore the salaries of teachers who started at a certain minimum figure were increased at the rate of \$35 per annum until the maximum was reached. Merit was not considered. Provided the teacher was re-elected she got her increase. Under the new plan teachers will be divided into two grades, the "excellent" and the "good." Those in the former class will receive the same increase as heretofore; those in the latter class will have to be content with \$20.

**CAMBRIDGE, MASS.**—The value of vacation schools was the subject of a recent address by Mr. John Graham Brooks before the Cambridge federation of clubs. He stated that a great many of the criminals of the country are made during the long summer vacation when boys and girls roam the streets lawless and without supervision. The way to eradicate crime is to prevent the formation of criminals. Money expended by the community upon vacation schools is a wise investment.

**PHILADELPHIA, PA.**—There are over three thousand candidates for admission to the first class of the high schools. The examination begins on June 16.

**PASSAIC, N. J.**—The second general exhibit of the Passaic public schools is open this week every day from two until ten. A comprehensive display of pupils' uncorrected work has been prepared. Supt. Spaulding is being generally congratulated upon the success of his schools.

**MARQUETTE, Mich.**—The school board is confronted with the problem of accommodating its pupils next year. Already in one school half-day sessions have been resorted to, and the probabilities are that unless temporary quarters are rented, half sessions will become the rule. Increased activity in the copper mines is responsible for a great and unexpected influx of population.

**EVANSTON, ILL.**—Prof. J. Scott Clark, of Northwestern university, has received from Syracuse university the degree of Lit. D.

**BURLINGTON, VT.**—The oration before the Phi Beta Kappa Society of the University of Vermont in connection with the commencement exercises will be given by Pres. William De Witt Hyde, of Bowdoin college.

The *New York Times Saturday Review of Books and Art* will issue on June 24, a "Summer Reading" number. It will consist of thirty-two pages, thus making it twice the usual size and will contain a selected, classified list of books for summer reading, with a descriptive notice of each book. These will be furnished at fifty cents a hundred or \$5.00 a thousand. The *Saturday Review* is in every respect an excellent paper and this special number will be of great value to all who are interested in the best books of the current year.

**THREE OAKS, MICH.**—All the children of the village schools were brought out at the recent Dewey meeting. Three Oaks contributes \$1,132.80 toward the Dewey cannon.

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## School Journal Parties to Los Angeles.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls, to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the national park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most comfortably on \$180. The attractions along the Santa Fe are unsurpassed. There will be short sidetrips to the Grand Canyon and the Petrified Forest, a stop at Santa Fe, visits to cave-dwellings, to Indian pueblos, etc. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific have been briefly described in these pages.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,260 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canyon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York, Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or

from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y.

Both parties leave on July 1; the one conducted by Supt. Campbell at 2 P. M.; the one in charge of Mr. Ossian H. Lang at 6 P. M.

Those wishing to go later can be booked with either of several parties.

### ITINERARY OF PARTY NO. 1.

Leave Grand Central Station, New York, July 1	6 P. M.
Arrive at Buffalo, July 2	6 A. M.
" Niagara Falls, about	7 "
" Chicago, July 2	8:55 P. M.
Leave Chicago, July 2	10 P. M.
(Via Atchison, Topeka & Santa Fe)	
Arrive at Kansas City, July 3	10:20 A. M.
Leave Kansas City, July 3	10:50 A. M.
Arrive at Santa Fe, July 4	7:15 P. M.

(Spend night in Sleeper)

Sight seeing in Santa Fe, and visits to Indian Pueblos July 5

Leave Santa Fe, July 5	3:50 P. M.
Arrive at Flagstaff, July 6	9:30 A. M.
Visits to Box Canyons, San Francisco mountain, Cliff and Cave Dwellings, July 6	

(Spend night in sleeper.)

Leave Flagstaff, July 7	9:30 A. M.
Arrive Los Angeles, July 8	8:30 A. M.

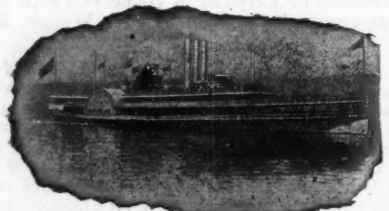
In time for sessions of National Council of Education and before crowds arrive, thus affording members of the party a splendid opportunity for sight seeing in and around Los Angeles, and comfortable location and better attention of members of the local committee and many other advantages that accrue to those who arrive before the convention.

The majority of visitors to Los Angeles will probably want to visit the Grand Canyon. Those who wish to do this on the outgoing trip can join a party leaving Flagstaff on July 7, and returning in time to take the train on July 10, at 9:30 A. M., arriving at Los Angeles July 11, at 8:30 A. M., in ample time for the opening of the convention.

The return trip can be made by any route desired. Those who remain with the party will go by the Shasta and Northern Pacific. They will stop at San Francisco, with side trips for those who desire them to the wonderful Yosemite valley and Yellowstone park. More detailed information can be obtained by writing to Ossian H. Lang, 61 East 9th St., New York city.

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## Interesting Notes.

### Colonizing Negroes in the North.

An experiment is shortly to be made that if successful, will go a long way toward settling the vexed race question in the South. A company has secured several thousand acres of land near the eastern end of Long Island on which it proposes to establish a colony of negro settlers from Georgia, North Carolina, and South Carolina.

Lynch law, as practiced in the South, is the determining cause of this colony. The promoters of the project say that such is the feeling on the part of the better element of the negroes in the South regarding the recent lynchings that 100,000 colored families would gladly leave the South and come North if employment could be guaranteed them.

One thousand negroes will be settled on the Long Island tract in a few months. No white person will be permitted to acquire property for dwelling purposes within its limits. It will be an exclusively negro town, and if it is a success others will be started thruout the North. It is believed that if a part of the negro population of such states as Georgia, Mississippi, Alabama, and the Carolinas, where the blacks equal or exceed the whites in number, could be transferred to other states where there are few negroes, both races would be benefited.

### To Study Strange Peoples.

The party of Philadelphians who last year returned from a long exploration of Borneo and brought with them valuable collections in many branches of ethnology and natural history have made arrangements to study the tribes of northern Burmah.

They will go thru India by rail to Lahore and thence by slower modes of conveyance

into the "beautiful vale of Cashmere." Then they will journey along the southern side of the Himalayas until they reach the Irawadi river, which they will descend thru Burmah to Mandalay, going thence to Rangoon, to Singapore, and into the Malay states. They will study the Sakai tribe, who are supposed to be kin to the Borneans; also the Naga tribes and Lushais in the northern part of Burmah.

### Reindeer Mail Service in Alaska.

The United States postal authorities have decided to start a reindeer postal service over the mountains, glaciers, and rivers of Alaska. The revenue cutter Thetis has been fitted out for a cruise along the Siberian coast to obtain the swiftest of these animals from the Siberian herders.

The nearest market of the domesticated reindeer is on the east coast of Siberia, just across the Bering strait. Here the animals have been herded and trained by the nomadic tribes that roam up and down the coast, subsisting mainly on the products of the herds, and bartering skins with the coast natives for tobacco, firearms, ammunition, and other commodities. The Thetis will meet these tribes along the coast, purchase the best of the deer, and transport them across to the Alaskan coast.

The present methods of transportation in Alaska, are by dog trains, Indian packers, and boats. By boat it is impossible to travel nine months in the year, and dog team travel is limited, slow, and uncertain, as the greater part of the load has to be taken up by food for the animals. The reindeer possesses all the requisites for Arctic travel, being swift, tractable, and self-sustaining. A swift reindeer can make 150 miles a day under favorable conditions, and twelve miles an hour is the fair average rate of speed drawing a load of 300 pounds.

### The West Indian Fer-de-lance.

The fer-de-lance is found also on the islands of Martinique and Santa Lucia, where the natives counteract its virus with a decoction of jungle hemlock, and the basis of its grewsome reputation seems to be the fact that it does not warn the intruders of its haunts, after the manner of the cobra or rattlesnakes, but flattens its coils and, with slightly vibrating tail, awaits events. If the unsuspecting traveler should show no sign of hostile intent he may be allowed to pass unharmed within two yards of the coiled matador, but a closer approach is apt to be construed as a challenge, and the *vivoron*, suddenly rearing its ugly head, may scare the trespasser into some motion of self-defense—he may lift his foot or brandish his stick in a menacing manner. If he does he is lost. The lower coils will expand, bringing the business end, neck and all, a few feet nearer, the head "points," like a leveled rifle, then darts forward with electric swiftness, guided by an unerring instinct for the selection of the least-protected parts of the body.

And the vindictive brute is ready to repeat its bite. For a moment it rears back, trembling with excitement, and if felled by a blow of its victim's stick, will snap away savagely at stumps and stones, or even, like a wounded panther, at its own body.—*From the Physical Geography of the West Indies, by Dr. F. L. Oswald, in Appleton's Popular Science Monthly for June.*

### Dawson City Burned.

News was lately received of a great fire in Dawson City, in the Klondike region. The whole business part of the town was destroyed, the loss being about \$1,000,000. Not a dollar of insurance was on any of the buildings.

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### CONDENSED STATEMENT FOR 1898

Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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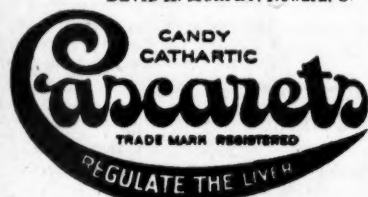
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### West Shore's New Time Table.

The annual Summer time table of the West Shore Railroad will go into effect Sunday, June 4. There are many new features shown in the schedule.

The "Continental Limited," the New York, Chicago & St. Louis Limited, remain unchanged, making the usual fast time through to Chicago and St. Louis.

The Rip Van Winkle Flyer, Catskill Mountain Express and the Catskill Mountain and Saratoga Limited are shown on the new schedule but will not commence running until June 26.

The principal feature of this year's Catskill Mountain service will be the running of a Catskill Mountain Sunday Special which will leave New York at 10 A. M.

There are many improvements made in the local service. All trains running in connection with the Fitchburg R. R. on and after June 4 will run via Rotterdam Junction, not via Albany, as heretofore.

The fast National Limited train, known as No. 19 will run daily except Sunday.

Under the new time table the station formerly known as Schraalenburgh will be shown as Dumont, and Hampton Ferry is shown as Cedarcliff.

### Annual Regatta

Intercollegiate Rowing Association, Poughkeepsie-Highland Course on the Hudson, June 26 and 27, 1899.

The Intercollegiate Rowing Association, consisting of the Universities of Cornell, Pennsylvania, and Columbia, is the only college rowing association in the United States holding an annual regatta in which the leading colleges in the United States are invited to participate. The chief object of this association is to afford an opportunity annually for rowing competition in order to demonstrate which of the university crews of the country is entitled to premier honors. The annual regatta of this association will be held on the Poughkeepsie-Highland course on the Hudson river on June 26 and June 27, 1899.

### The First Anniversary.

It is just a year since the Chicago, Milwaukee & St. Paul road inaugurated its celebrated Pioneer Limited passenger train service between Chicago, Milwaukee, St. Paul and Minneapolis. This service marked a new era in the railway world in the line of passenger accommodations. At a cost of a quarter of a million dollars that progressive company furnished the traveling public, in its Pioneer Limited train, comforts and facilities the best ever produced. This train has been described many times in newspapers and magazines, but should be seen and examined to be appreciated. In beauty of finish, richness and elegance of furnishing nothing equal to it has ever been attempted by any other road. The car builders were nearly a year in completing the Pioneer Limited trains (there are two—one leaving Chicago for the West and the other leaving the Twin Cities for the East every evening in the year) and they stand to-day a monument to the builder's art. No regular passenger train service in America is as well known as the Pioneer Limited. From the standpoint of passenger traffic the past twelve months have been the most successful in the history of the St. Paul road, made so very largely by the Pioneer Limited. The patronage of this service is a striking illustration of the fact that the public appreciates a good thing.

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